



TENNESSEE DEPARTMENT OF

EDUCATION
FIRST TO THE TOP

Nursing Education

Primary Career Cluster:	Nursing Education
Consultant:	Amy F. Howell, (615) 532-2839, Amy.F.Howell@tn.gov
Course Code(s):	6000
Prerequisite(s):	<i>Medical Therapeutics</i> (5999) and <i>Anatomy & Physiology</i> (5991) (pre- or co-requisite)
Credit:	1
Grade Level:	11-12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
Programs of Study and Sequence:	This is the final course in <i>Therapeutic Nursing Services</i> program of study.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org Amanda Hodges, (615) 532-6270, Amanda.Hodges@tn.gov
Coordinating Work-Based Learning:	Students enrolled in this course who wish to pursue certification must spend a minimum of 40 hours in a clinical setting. Twenty-four of the 40 hours must be spent in a long-term care facility, and the remainder can take place in any setting that employs certified nursing assistants. Teachers must hold an active WBL Certificate provided by the Tennessee Department of Education. For more information, please visit http://www.tn.gov/education/cte/work_based_learning.shtml .
Available Student Industry Certifications:	Certified Nursing Assistant
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	577, 720
Required Teacher Certifications/Training:	This course can only be taught by Registered Nurses.
Teacher Resources:	http://www.tn.gov/education/cte/HealthScience.shtml

Course Description

Nursing Education is a capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent

emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course, if students have logged 40 hours of classroom instruction and 20 hours of classroom clinical instruction, and if they have completed 40 hours of site-based clinical with at least 24 of those hours spent in a long-term care facility, then they are eligible to take the certification examination as a Certified Nursing Assistant (CNA).

Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. Standards in this course are aligned with Tennessee State Standards in English Language Arts & Literacy in Technical Subjects, Tennessee State Standards for Anatomy & Physiology, and Tennessee Nursing Education Training Program requirements.*

Note: In order for students to qualify for the nursing assistant certification examination, the training program must be approved at least 30 days before the first day of class by the Tennessee Department of Health Nurse Aide Training program staff.

Work-Based Learning Framework

Clinical experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. The TDOE provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities. Additionally, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at http://www.tn.gov/education/cte/work_based_learning.shtml.

Program of Study Application

This is the capstone course in the *Therapeutic Nursing Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Health Science website at <http://www.tn.gov/education/cte/HealthScience.shtml>.

Course Standards

Professionalism, Residents' Rights, and Independence

- 1) Differentiate between the services and careers in a long-term care (LTC) setting. Document allowable length of stay, payment options, and regulation of LTC facilities in written, oral, and digital artifacts. Research and document educational requirements as well as state and national guidelines governing practicing professionals (such as licensing, certifications, training, and compliance) in a long-term care (LTC) setting. (TN Reading 2; Writing 2, 7, 8, 9)
- 2) Identify personal and professional characteristics of an employee in an LTC facility. Explain the characteristics in the context of the nursing assistant's role and relate them to common professionalism expectations, including expectations surrounding attire, accountability including chain of command, scope of practice, resident care plan, nursing process, productivity and time management, performing duties as assigned, and demonstrating ethical behavior. Set goals for demonstrating these skills and document progress through a Personalized Learning Plan,

addressing key employability skills relating to career knowledge and navigation skills, 21st century learning and innovation skills, and personal social skills. (TN Reading 2, 4; TN Writing 9)

- 3) Obtain a copy of an LTC facility residents' right document. Analyze the document and discuss in a written, oral, or digital artifact** the importance of maintaining a healthy, safe, and respectful environment that includes families and friends. Address at minimum the following components: residents' environment and quality of life; obligation of staff to inform resident and their families of rights and services; right to participate in own care; right to independent choice; informed consent; right to privacy and confidentiality; maintaining care and security of residents' personal possessions; and avenues for dealing with disputes and/or grievances. (TN Reading 1, 2, 5; TN Writing 2, 4, 6, 8, 9)
- 4) Interpret the Omnibus Reconciliation Act (OBRA) and explain the key concepts in an informational artifact that can be used when teaching new residents and/or their families. Key concepts can include, but are not limited to:
 - a. Importance of an individualized plan of care for each resident
 - b. Minimal requirements for nursing assistant training
 - c. Long Term Care Minimum Data Sets (MDS) guidelines
 - d. Roles of Ombudsmen
 - e. Explanation of Long-Term Care Minimum Data Set
 - f. Purpose and importance of Patient Self-Determination Act(TN Reading 1, 2, 4; TN Writing 2, 4, 8, 9)
- 5) Summarize the Health Insurance Portability and Accountability Act (HIPAA). Create a digital or written artifact that differentiates between the characteristics and rights of residents pertaining to advanced directives, living wills, durable power of attorney, and other legal directives governing medical treatment in a long-term care setting. Explain, using domain-specific language and accurate definitions of legal concepts, how the content of these legal documents influences residents' rights in a long-term care facility for all aspects of care. (TN Reading 1, 2, 4, 5; TN Writing 4, 6, 8, 9)
- 6) Define the terms *abuse* and *neglect*, and differentiate among various types of abuse and neglect through an evaluation of scenarios. Document findings from the scenarios, including all suspicious findings and actual signs of abuse and/or neglect. Accurately summarize the findings, citing evidence from documentation. (TN Reading 1, 2, 4, 7; TN Writing 4, 6, 8, 9)
- 7) Review LTC facility policy and procedures pertaining to use of physical and mental restraints of residents. Drawing on evidence from health journals and patient rights advocacy organizations, develop an informational artifact discussing the types of restraints, reasons for their uses, restraint alternatives, any associated physical and psychological problems, and residents' rights associated with restraints. The artifact should be assembled in a print or digital format that could be shared with a resident, his/her family, and/or co-workers, citing specific textual evidence and incorporating evidenced-based practice. (TN Reading 1, 4; TN Writing 5, 6, 8, 9)

Communication/Cultural Diversity

- 8) Examine the skills needed to effectively and respectfully communicate with an LTC resident. Discuss such facets as verbal and nonverbal communication, how to respond to residents' negative or changing behaviors, cultural diversity, residents with special needs or cognitive impairments, barriers to communication, and integration of assistant's interpersonal skills. Practice communication skills, professional and ethical behavior, and non-discrimination standards in a classroom clinical and LTC setting with classmates, families, geriatrics, and persons with special needs, obtaining objective and subjective patient information. (TN Reading 2, 3, 4, 9; TN Writing 8, 9)
- 9) Research guidelines and formats pertaining to nursing assistant documentation in an LTC facility. Interpret domain-specific words and phrases that are used in documentation, especially in regards to legal requirements and correct medical terminology. Role-play giving and receiving a resident status report using the documented information. (TN Reading 3, 4, 9; TN Writing 4, 5, 6)

Infection Control/Medical Microbiology

- 10) Review infection control guidelines, Standard Precaution guidelines, Transmission-Based precautions, Personal Protective Equipment use, and infection control of elderly in an LTC facility. Practice skills related to hand washing, donning and doffing a gown, masks, gloves and goggles, handling and cleaning spills, cleaning equipment, and handling laundry. (TN Reading 1, 2, 3, 4)
- 11) In a written or digital format, synthesize information from a range of sources, such as the Centers for Disease Control, into a coherent understanding of the signs/symptoms (s/sx), causative agents, and precautions and preventive measures for the following infectious diseases frequently encountered in an LTC:
 - a. Tuberculosis
 - b. Hepatitis
 - c. Methicillin-resistant *Staphylococcus aureus* (MRSA)
 - d. Vancomycin-Resistant *enterococcus* (VRE)
 - e. *Clostridium difficile* or *C. diff*
 - f. Nosocomial infections(TN Reading 1, 2, 7, 9; TN Writing 2, 7, 8, 9)

Safety/Emergency Care

- 12) Develop a health education presentation, public service announcement, or brochure for healthcare professionals in an LTC facility aimed at identifying persons at greatest risk for accidents. Include at least the following: types of risk, how to identify risk, signs and symptoms of physical complications of risk, guidelines for preventing risk, and residents' rights. Include at least three resources. (TN Reading 1, 3, 5; TN Writing 2, 4, 7, 9)
- 13) Investigate the principles of proper body mechanics for the LTC staff members and for the residents. Document industry-specific guidelines for assisting the resident and/or family member to group and other activities safely. Apply the principles in a classroom clinical setting in order to prevent injury and utilize less energy. (TN Reading 1, 3, 9; TN Writing 9)

- 14) Outline potential medical emergencies within an LTC facility, especially those related to fire, oxygen, choking, wandering or sundowner's syndrome, shock, Myocardial Infarction (MI), bleeding, burns, fainting, diabetes, Cardiovascular Accident (CVA), and natural disasters. Generate a plan and/or guidelines of care for each of the areas previously listed, incorporating facility policies, national standards, and any other resource necessary. (TN Reading 2, 3, 7, 9; TN Writing 2, 6, 8, 9)

Basic Nursing Skills

- 15) Outline the normal structure and function of body systems related specifically to geriatric clientele, and summarize appropriate medical text(s) in order to list signs and symptoms of common diseases and disorders associated with each. Compile a paper or digital artifact describing abnormalities in geriatric patients and what should be reported to a nurse and/or physician for the following:
- a. Integumentary systems
 - b. Nervous system with eye and ears
 - c. Musculoskeletal systems
 - d. Cardiovascular and respiratory systems
 - e. Digestive and urinary systems
 - f. Endocrine systems
- (TN Reading 2; TN A&P 2, 3, 4, 5, 6)
- 16) Assess vital signs to determine oral temperature, radial and apical pulse, respirations, blood pressure, height, and weight. Calculate body mass index (BMI). Identify acceptable ranges for adult and geriatric patients, as well as the measurements that must be reported to the nurse, including possible causes. Document assessment finding on a classmate or resident's chart at least ten times during the semester. (TN Reading 2, 3, 8; TN Writing 9)
- 17) In a role-play scenario, articulate nursing assistant standards for the care of a resident who is receiving oxygen therapy. Be able to discuss the reasons for oxygen therapy, types of therapy, types of devices, and safety precautions. Document the process using clear, concise writing skills and domain-specific medical terminology. (TN Reading 3, 8; TN Writing 4, 9)
- 18) Conduct a short research project to evaluate the causes and management of physical pain in LTC and geriatric residents. Synthesize the information from multiple authoritative sources in a written, creative, or digital presentation (such as a science fair presentation or an art therapy presentation). (TN Reading 3, 8, 9; TN Writing 2, 4, 7, 8, 9)

Personal Care Skills

- 19) Understand principles of and successfully perform skills related to personal care. Incorporate guidelines for residents' rights and utilize rubrics from textbooks, National HOSA guidelines, or other clinical standards of practice for the following:
- a. Principles of self-care versus full care
 - b. Bathing/skin care/back rub
 - c. Grooming/shaving/hair care/nail care
 - d. Mouth care/denture care of conscious and comatose resident
 - e. Dressing

- f. Transfers, positioning, turning in bed
 - g. Bed making, occupied and unoccupied
 - h. Care for resident when death is imminent
- (TN Reading 3, 6)

20) Understand principles of and successfully perform skills related to toileting, intake and output, and bedpan or bedside commode use. Incorporate guidelines for residents' rights and utilize rubrics from textbooks, National HOSA guidelines, or other clinical standards of practice for the following:

- a. Urine characteristics, and abnormalities that should be reported to the charge nurse
- b. Common disorders of bladder and bowels
- c. Factors affecting elimination of urine or stool
- d. Types of urine specimens obtained
- e. Catheter care/emptying urinary bag
- f. Procedure for collecting urine and stool specimens
- g. Care guidelines for ostomy

(TN Reading 3, 6)

21) Understand principles of and successfully perform skills related to proper feeding techniques to assist with eating and hydration. Incorporate guidelines of residents' rights and utilize rubrics from textbooks, National HOSA guidelines, or other clinical standards of practice for the following:

- a. Nutritional needs of the elderly
- b. Factors that influence food preference
- c. Special diets
- d. Thickened liquids
- e. Swallowing issues and dysphagia
- f. Heimlich per American Heart Association or American Red Cross standards

(TN Reading 3, 6)

22) Understand principles of and successfully perform skills related to basic restorative care. Incorporate guidelines of residents' rights and utilize rubrics from textbooks, National HOSA guidelines, or other clinical standards of practice for the following:

- a. Promoting self-care
- b. Range of Motion (ROM) exercises and maintenance
- c. Ambulation with and without assistive devices
- d. Use of assistive devices in transferring, eating, and dressing
- e. Care and use of prosthetic/orthotic devices
- f. Role of physical therapy, occupational therapy, and speech therapy in LTC and assisted living facilities

(TN Reading 3, 6)

Mental Health, Social Needs, and Care of the Cognitively Impaired

23) Investigate mental health diseases in the elderly and compare their challenges to those faced by middle adults in Erikson's psychosocial developmental stage. Use technology to produce a health education plan, public service announcement, or a public health presentation intended to inform the public about signs and symptoms, incidence, how the disease/disorder affects the

resident and/or family, how to modify staff behavior in response to residents' behavior, and possible treatments. (TN Reading 1, 2, 7, 9; TN Writing 6, 8, 9)

- 24) Drawing evidence from professional journals and other evidence-based medical websites, analyze the normal changes that occur in the aging of the elderly brain. Include in the analysis: (a) developmental task of aging, (b) methods to reduce the effects of cognitive impairment, (c) attitudes of staff caring for cognitively impaired residents, (d) communication with cognitively impaired residents, (e) methods to reduce effects of cognitive impairment, and (f) acceptable interventions associated with cognitive disorders and behaviors. Present the information in individual or group work using digital and written formats. (TN Reading 1, 2, 9; TN Writing 2, 4, 6, 8, 9)
- 25) Examine a range of ethical dilemmas encountered in an LTC facility. For example, compare and contrast the legal rights of residents to make their own personal choices with instances in which family involvement may be necessary in order to care and make decisions for patients who have cognitive disorders. Craft an original argument outlining the circumstances under which a certain behavior or medical decision would be ethically or legally justified, citing examples and medical evidence to support claims. (TN Reading 1, 2, 9; TN Writing 1, 4, 8, 9)
- 26) Describe therapies or strategies for addressing the unique needs of cognitively impaired residents and modifying behavior in a positive manner. Identify any resources or support groups available in the local community for resident and families. Reach out to those resources and/or groups to obtain information; then develop a written or digital teaching plan for residents and families. (TN Reading 1, 2, 9; TN Writing 2, 4, 6, 8, 9)

Portfolio

- 27) Compile and continually update a portfolio of artifacts completed in this course. If pursuing Nursing Assistant certification or dual enrollment/dual credit hours, document hours spent on activities such as clinical placement or classroom contact with an articulated institution. Upon completion of the course, prepare the portfolio in a professional style to present to an appropriate nursing audience. (TN Reading 3; TN Writing 5, 9)

The following artifacts will reside in the student portfolio:

- Skills performance rubrics
- Documentation of long-term clinical hours
- Documentation of classroom clinical hours
- Examples of written, oral, or digital presentations
- Job applications
- Resumes
- Mock or actual job interviews

Standards Alignment Notes

*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN A&P: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Science, [Human Anatomy and Physiology](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- Nurse Aide Training Program requirements for Tennessee
 - These are the [minimum requirements](#) that all programs must include in order for students to be eligible to take the competency evaluation to become a Certified Nursing Assistant.

Additional Notes

**Artifacts can include, but are not limited to, brochures, posters, fact sheets, narratives, essays, and presentations. Graphic illustrations can include, but are not limited to, charts, rubrics, drawings, and models.